Our 2008 Conference Chairs are busy preparing for our upcoming Conference in Los Angeles, February 29-March 2, 2008. Call for Workshops and Poster Sections are currently listed on our website www.ctevh.org. Some materials from the past conference are posted on our website for members to view. Be sure to read the article in this issue’s Announcements regarding the changes in membership dues which were passed at our general meeting held at our last annual conference in Santa Clara.
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A big THANK YOU goes out to Pat Leader and all her committee members, volunteers and all the talented people who put so much work and time into all the wonderful workshops. I hope everybody had an opportunity to meet up with old friends and make many new friendships.

Are you RTG- “Ready To Go” to our 49th (getting close to the big 50!) conference at the Los Angeles Airport Marriott? Conference chairs Nancy Niebrugge, Adama Dyoniziak and Peter Mansinne are already working hard to make this conference another success.

With the passing of some hard working, loyal and loving CTEVH members this year, I would like to send my heart-felt condolences to their families and friends. They will be missed dearly and through CTEVH, their efforts and dedication to the blind and visually impaired will carry on.

CTEVH continues to move forward. We are always learning new things. We have a magnificent group of board members, committee chairs, extraordinary volunteers and let’s not forget our hard working specialists. I believe every member has something they can contribute to CTEVH; a special talent, interest, knowledge or something as simple as a little extra time. If you are interested in or know of someone who would like to be more involved in CTEVH, or have any ideas you would like to share please come forward and let us know. You can contact any board member. Our contact information in listed in the Journal.

Don’t forget to check out our website at www.ctevh.org.

Sincerely,

Bonnie Grimm
CTEVH President
CTEVH Membership Application

CTEVH membership dues are for the calendar year. Any dues received after October will be applied to the following year. Members receive the quarterly CTEVH JOURNAL as well as annual pre-conference packets. For your convenience, you may log onto www.ctevh.org to complete this form and make payment by credit card.

CTEVH MEMBERSHIP DUES FOR 2007:  
Domestic membership $25 $__________
Foreign membership SUS35 $__________

Please indicate whether Renewal or New Member

Life Membership $300 $__________
Institutional Membership $100 $__________

Please note: Fictitious entities receive CTEVH JOURNAL and preconference packet only. No voting rights are given. Employees are not members.

Thank you in advance for your donation:
General Fund $__________
Katie Sibert Memorial Fund $__________
Donna Coffee Scholarship Fund $__________
TOTAL AMOUNT ENCLOSED $__________

Please make checks and money orders payable in US dollars to CTEVH

NAME __________________________________________________

ADDRESS _______________________________________________

CITY____________________STATE _____ COUNTRY _________

ZIP/ROUTE Code _______________________

Optional information we love to have:  TELEPHONE _____________________
E-MAIL _________________________
(Necessary if requesting virtual delivery of JOURNAL)

Please help us know our membership by checking all descriptions that apply to you and would be helpful to CTEVH in planning for conference workshops.

_____ TRANSCRIBER      _____  EDUCATOR      _____ PARENT

_____ PROOFREADER      _____ ITINERANT      _____ O&M      _____ STUDENT

OTHER (eg Librarian, Administrator, Counselor, Manager, Vendor) _______________

The CTEVH JOURNAL is available in the following formats: Please indicate your choice.

_____ Braille  _____ Audio tape  _____ Audio tape with Braille examples

_____ Print      _____ Floppy disk (.doc file)

_____ Virtual (you are notified at your email when JOURNAL is uploaded to the CTEVH website)

Send this form with payment to Christy Cutting:
CTEVH Membership Chair, 379 Claremont Street, Boulder City, Nevada, 89005-2640
We would like to thank the following donors for their generous gifts & tributes:

General Fund  Katie Sibert Fund  Donna Coffee Fund

- Laura Zamora  - Anne Taylor-Babcock  - Anne Taylor-Babcock
- Christy Cutting  - Ann Madrigal  - Laura Zamora
- Linda McGovern  - In Memory of Norma Schecter  - Ann Madrigal

The CTEVH Gifts and Tributes Fund

Contributions will be used to improve services to persons who are visually impaired.

DONOR:

Name
Address
City, State, Zip

☐ In honor of: ____________________________
☐ In memory of: ____________________________

FOR ACKNOWLEDGEMENT:

Name
Address
City, State, Zip

Please direct contributions to:
☐ THE CTEVH-KATIE SIBERT MEMORIAL SCHOLARSHIP FUND
☐ THE DONNA COFFEE MEMORIAL SCHOLARSHIP FUND

All contributions to CTEVH are tax deductible. FEID number available upon request. Please make check payable to CTEVH and mail to: CTEVH Gifts and Tributes
Peggy Schuetz
10675 Harris Road
Auburn, CA 95603
CTEVH Board and Members Approve Increase in Dues

Your Board of Directors has been working seriously since last October meeting on several strategy issues affecting the future of our organization. The most urgent matter was finalized and brought to the membership at the first general meeting on Friday of the recent conference. At the Board’s recommendation, the membership was asked to vote on whether annual dues for all members should be increased to $50 and life membership be increased to $500. By a voice vote, the membership agreed with the Board that dues should be increased, effective 2008.

Domestic and foreign memberships will both be $50 beginning October 1, 2007. Members who have already paid for 2008 at the time of 2007 conference will be considered current for 2008. Payments of $300 for life membership or $25 (or $35) for annual membership will be accepted for 2007 membership until September 30. On October 1, 2007 the new rates will take effect. Please note this will likely be before the renewal notice is mailed. It has been our practice to apply payments made after October 1 toward the coming year. For this one year only, this practice will be discontinued. We will begin the practice again in late 2008.

Your Board of Directors is very pleased that the general membership showed such unanimous support for our recommendation. There was not a single negative voice vote. We look forward to bringing other important decisions your way and request your continued support for the work being done on your behalf.

–CTEVH Board of Directors

FAMILIES CONNECTING WITH FAMILIES - In The Heartland Of America - July 13-15, 2007 Omaha, Nebraska

A national conference covering all aspects of raising and educating a child with a visual impairment, the 2007 FCF conference will include:

- Interactive sessions and panel discussions to address parents' most pressing interests: braille, social skills, college preparation, getting a first job, children with low vision or additional disabilities, & much more
- Networking with other families and professionals
- Daycare for children
- Activities designed especially for teens
- Fun for the whole family: a trip to Omaha's world-class Henry Doorly Zoo and a pioneer-style Family Cookout with campfires, music, and stories of the Wild West

THE 2007 CONFERENCE WILL BE HELD AT:

Hilton Omaha
1001 Cass Street
Omaha, Nebraska 68102

SPONSORS:

• National Association for Parents of Children with Visual Impairments
• American Foundation for the Blind
• The Seeing Eye

Keep an eye on the following web sites for more information:

www.napvi.org  www.afb.org  www.seeingeye.org
The National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress, pilot for downloadable digital talking books has ended its first quarter with 100 percent of the participants “checking out” an average of 1.6 titles per week—and the majority reporting a positive experience.

“Through this pilot patrons are able to read digital talking books (DTBs) and magazines and provide NLS with feedback on features such as navigation and audio quality,” said NLS director Frank Kurt Cylke. “This information will help us in making necessary refinements before we roll out the digital talking-book program in 2008. Thus far, the comments have been very favorable.”

“NLS has done it once again. It has, in my opinion, come up with something fantastic,” posted one patron on the online message board created for pilot participants. “The web site is wonderful; I have had no trouble with downloading books. The sound quality is great; reading with it is a dream. Keep up the good work—can’t wait till the actual readers and books are ready in 2008!”

When the pilot was launched on October 13, 2006, participants could download 1,223 titles and 35 issues of 10 magazines. The total number of downloads during the first quarter was 1,901 — 1,606 books and 295 magazine issues. As of January 4, 2007, these patrons have access to 2,061 titles and 80 issues of 12 magazines.

One hundred patrons from across the country were selected based on their interest in the project and their technical expertise. Using their own high-speed Internet, connection, these participants access a special web site with their NLS-designated log-in IDs to download titles. Patrons may search the list of books by author, title, subject, or date; magazines may be searched according to title and issue date. The titles are then transferred from their computers onto commercial flash-memory cards provided by NLS, which are then inserted into commercially available talking-book players that have been modified to read NLS DTBs and provided on loan to the participants by NLS.

Patrons are required to read at least one title per month, then complete a survey before downloading another title. Each survey consists of ten questions that focus on title selection; ease, rate, and usefulness of navigation; and ease of downloading and transferring a title for reading.

To date, 92 percent of the reader surveys received by NLS report that participants have been able to download books and transfer them to their players with relative ease. As for navigation features, 79 percent favored the number of navigation points and 81 percent found the navigation capability helpful. “I fell asleep the other night and missed a lot [of my book], so it’s great to just touch a key and jump back a chapter.”

Magazine reader surveys also show that 92 percent of participants have had no problems downloading or transferring their selections, and 91 percent found the ability to navigate helpful. Both book and magazine readers are impressed with the audio quality. “Boy, isn’t the flexibility and audio quality just the bees knees,” posted a reader. “A tone control with actual bass cut, too!”

NLS will continue to add titles to the program and review patron surveys throughout 2007.

For further information contact:
Neil Bernstein
Research & Development Officer
(202) 707-9319
nber@loc.gov
Hadley School Wins Prestigious Technology Award

Winnetka— On Saturday, March 10, Lumity presented The Hadley School for the Blind with the 2007 Runner-Up Technology Leadership Award, presented by Accenture, for its interactive online braille courses that use braillewriter and slate and stylus simulator software.

The black tie affair, held at the Museum of Science and Industry, was a celebration and fundraiser for Lumity, a nonprofit formerly known as IT Resource Center, where they recognized the 2007 technology leadership award winners. This year’s theme was “Cracking the Code.”

Hadley School curriculum designer Ruth Rozen designed courses like “Introduction to Braille” and “Contracted Braille” prior to Andre Lukatsky, director of computer services, developing the concept, designing the online simulators and then implementing the design into the courses.

“The day we came up with the idea to put our braille-instruction courses online was a momentous day,” Rozen said. “We created a unique and motivating way to learn braille, and we knew we were onto something special. That’s what kept us going through all the problem-solving and revisions it took to make the online simulators and the content work smoothly. It’s so rewarding to see the incredible success of these courses in teaching people to use braille and promote braille literacy.”

“Hadley started teaching braille by mail in 1920 – and we still do today, 87 years later,” said Lukatsky. “The breakthrough Web-integrated braille simulator software allows us to do it more effectively and efficiently than the mail approach of the original Hadley courses. It’s a great honor for the Hadley School to be recognized by Lumity for using technology to teach braille online.”

The program teaches families and professionals to read and write braille so they can communicate with their blind relatives and clients. The Hadley School will receive a $2,500 grant from Accenture, a one-year Lumity membership including $2,000 worth of consulting services and a donation of Microsoft Software.

Hadley, 700 Elm St., Winnetka, is a distance education school that serves over 10,000 students annually in all 50 states and 100 countries. All courses are offered free of charge to those who are blind or visually impaired. Hadley relies on contributions from individuals, foundations and corporations to fund its programs.

Lumity is a nonprofit organization that catalyzes Chicago’s nonprofit community to do more good work.

Editor’s Note: The Hadley School for the Blind is the single largest worldwide distance educator of blind and visually impaired people. Since its founding by William Hadley and Dr. E.V.L. Brown in 1920, all of Hadley’s distance education courses have been provided free of charge. Today, the school serves more than 10,000 students annually in all 50 states and 100 countries. Hadley relies on contributions from individuals, foundations and corporations to fund its programs.

Visit us on the Web
www.hadley.edu
IN MEMORIUM

Norma Schecter

Editor’s Note: Norma may be remembered most recently as CTEVH Journal contributor as both our Literary Specialist and founder of the column “Don’t be a Pain in the Perkins.” Norma’s contribution has been legendary. Once she said to me, “If only I had started earlier … I could have done so much more.”

Norma was a constant source of inspiration, information and practical advice. Her passing is a great loss to us all. As a teacher of braille Norma is responsible for generations of braille transcribers. Her tips, tricks, and stories were always peppered with intelligence, humor, compassion and enthusiasm.

Norma was a fabulous friend. She nurtured friendships across the world and shared her love of braille with all. Norma also made a point of making new friends. Some of the best advice she gave to me was to always make new friends at Conference.

No traveling was done without Norma researching braille production in that country and making a trip to the local blind institution. As a result Norma’s international knowledge of braille was staggering. Norma’s life is a testament to the enormous contribution one person can make.

I would like to thank Linda McGovern for contributing the following in memory of Norma.

Norma started braille lessons as a result of working as a reader/notetaker for a fellow student at UCLA who was blind. Braille Institute in Los Angeles was offering classes at which babysitting was provided, and that was the lure for Norma. Thus a career was launched.

In 1959 Norma was certified and began teaching braille in West Covina. Organized the Braille Institute Transcriber’s Guild in L.A., then eventually the San Gabriel Valley Braille Guild closer to her home.

After a moving to Huntington Beach in 1973 and finding no braille transcribing classes in Orange County, Norma began teaching at Huntington Beach Adult School, Saddleback Adult School, then at Orange Coast College, Saddleback College, and Long Beach City College. In 1974 she organized the Beach Cities Braille Guild with many of her class graduates. The Guild was incorporated in 1978 and is still producing quality braille today. Norma continued teaching in Orange County for almost 30 years, and many of her students are active in the field here and abroad.

As a member of CTEVH Norma served on the Board of Directors, conducted workshops at their Conferences, was editor from 1970-1975 of “The California Transcriber” (now known as the CTEVH Journal), and served as the Literary Specialist until 2005. She also served on the BANA (Braille Authority of North America) Literary Committee for many years. Norma, (and many “volunteers”), spent endless hours updating two books by Bernard Krebs, - the other Bernard in her life. One was for transcribers, the other for the blind to learn braille.

In addition, Norma is the author of three books — a Braille Transcribing Workbook to accompany Lessons in Braille Transcribing by Bernard Krebs, from which she taught her classes. She also wrote The World At My Fingertips, a primer for teaching uncontracted Jumbo Braille, which is for touch-impaired individuals, and she recently wrote a children’s book for a young girl in Hawaii.

Norma has received many honors in her life which she appreciated, but her greatest joy was helping individuals receive the “life” items we all take for granted – recipes, instructions for use of appliances etc., knitting directions, and of course, recreational reading. The Guild continues to honor this commitment to doing work for the individual who wants braille. Norma had a rolodex in her brain that she could scroll through in seconds and come up with an answer, a source of information, who to call, where to go etc. to anyone with any question about braille.
Editor’s Note: I would like to thank Rhoda Bruett for forwarding Betty Schriefer’s memorial. Rhoda shared some of her memories of Betty.

I will always remember Betty as a gracious lady with many talents—clever and creative and having a great sense of humor. We first met and learned Braille together from a class taught by Josephine Santirfo on slate and stylus—in those days it was difficult to obtain a Perkins Braille Writer.

Of course she progressed to computers for her Braille in recent years. She contributed to CTEVH in so many ways and never missed a conference until this year when she had a stroke in February. She also served as president of the local transcribers’ organization, Braille Transcribers Sacramento North Area.

The Sacramento Bee notice said: In loving memory of Elizabeth “Betty” Schriefer born May 26, 1923, in Stockton CA, passed away peacefully at home in Sacramento on March 13, 2007. A fourth generation Californian, Betty left a legacy of graciousness to all who knew her. Survived by Raymond Schriefer, her devoted husband of 61 years; son, Craig; daughter, Christine Brodie; and granddaughter, Leah Brodie as well as a niece and nephew. She proudly served in the U.S. Navy during World War II.

Throughout her life she contributed to serving those less fortunate than her. Both in her professional career and as a volunteer, she was committed to serving the blind by transcribing written materials into Braille. Betty was the head Braillist for the Ralph Richardson Center in the San Juan Unified School District. She was instrumental in the development of the Volunteers of Vacaville program.

After retirement, she continued to work as a volunteer both transcribing materials in Braille and as an educator.

She is a Past President of the California Transcribers and Educators of the Visually Handicapped.

A memorial service will be held April 14, at 11:00 am in the chapel of First United Methodist Church of Sacramento, 2100 J St.

Contributions in her name may be sent to:
Guide Dogs for the Blind, P.O. Box 3950,
San Rafael, CA 94912.

DATES: Born November 7, 1919
1959 - Certified in Literary Braille
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Los Angeles and West Covina
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1992 – CTEVH Distinguished Member
1998 – California Council of the Blind Hall of Fame
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Wall of Tribute

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San Rafael, CA 94912.
It is good to be with you again in this year of 2017. I have always enjoyed and have benefited from attending CTEVH meetings over the years. I remember presenting at your conference in 2007. I believe it was in Santa Clara and I think the theme was “Check Your Resources.” At that time, you were endeavoring to maximize collaborative efforts among services and organizations. You were identifying priorities and partners (both individuals and organizations) to address your most critical challenges. You have accomplished some incredible things in the last ten years. California has become a model in the blind biz because of CTEVH’s leadership. Other states are coming here to learn from you and you are inspiring them to do what you have accomplished.

Let me review the highlights of your accomplishments since 2007:

In 2008, through your initiation and under the leadership of the Joint Action Council (JAC), California was the first state to adopt fully the expanded core curriculum conceived and first promoted by Phil Hatlen. I’m very pleased that since his retirement from the Texas School for the Blind and Visually Impaired ten years ago, he has led numerous initiatives for the American Printing House for the Blind and the American Foundation for the Blind, who worked together on all of those projects. It is amazing that his mind is as fertile today as it ever has been. He is here tonight, but several weeks ago I talked to him from his home in Washington where he is living with Betsy. I said, “Phil, it’s 2017. When are you going to stop working and smell the roses?” He replied, “Carl, never to your first question and to your second question, whenever I wake up in the morning, I do smell the roses.” What started with a concept, promulgated by Phil Hatlen 20 years ago or more, now it is about to be enacted into federal law. Why? Because it was so effective here in California thanks to your advocacy. In 2009 as part of the implementation of the expanded core curriculum and to improve and expand educational services, the state education department, at your urging, established centers of excellence. Sixteen centers were established throughout the state, consisting of a cluster of professionals including an orientation and mobility specialist, a master of TVI, an independent living specialist (mostly vision rehab therapists), a transcriber, and, in some situations, low vision specialists and OTs. These professionals provided direct services and consulting services in cooperation with the California School for the Blind.

Because of a special CTEVH initiative, a record number of blind and visually impaired high school students are attending magnet schools for science, math, or business. Through these innovative programs, the students are interning at Fortune 500 companies, in research labs in Silicon Valley, and even in the entertainment business.

In 2010, through your work with the California Association for Parents of the Visually Impaired (CAPVI), a “Parent-Teacher United” program was established throughout the state to bring parents and teachers together like never before. A special emphasis was made to include Spanish-speaking parents. The concept which was introduced was called “Learning from Each Other’s Perspective.” A two-day seminar was held during which parents first expressed their concerns, needs, and fears. Parents empathized with them and provided information and indoctrination into the educational system. The purpose of these seminars was to establish two parent-teacher partnerships when it comes to working together on a child’s educational program, teaching parents how they can influence their child’s IEPs, and to help parents reinforce learning in the classroom to the home environment.
interesting consequence. A number of parents became interested in pursuing careers in the educational system and enrolled in TVI and paraprofessional programs.

Twenty years ago, the American Foundation for the Blind created CareerConnect, a program of visually impaired workers who served as mentors to others pursuing careers. I believe there were twelve hundred mentors back in 2007; now there are nearly four thousand mentors which are working in virtually every job category you can think of. The CareerConnect program was integrated into a structured career education program which was mandated in California in 2010 for all children with disabilities, again because of your advocacy. This program is inspiring counselors, parents, and employers, and especially visually impaired youngsters to see the possibilities, not the disability. Shadowing (which is an old concept) gained new currency, encouraging students to “follow” visually impaired workers in careers that they never would have considered. The curriculum for this innovative transition program was developed by Karen Wolffe and the social skills component by Sharon Sacks.

We have been experiencing a crisis in personnel shortages throughout the country. California has done more than any other state to address these shortages thanks to your three-pronged recruitment campaign. Every year at CTEVH conferences, attendees pledge to make either a group recruitment presentation or an individual recruitment pitch. In that way, every one of you is talking our field up with prospective professionals and paraprofessionals. The second prong relates to career fairs. CTEVH members have been flooding career fairs throughout the state and have been promoting our disciplines. As a result, four new university preparation programs have opened here in California. Almost half of the new TVIs graduating every year come from California universities. The third part of your campaign came to you through a parent of a visually impaired child who has a connection to the movie industry. Through your work with her, she persuaded the movie industry to produce a public service announcement campaign promoting jobs in our field. Who would have thought that PSAs featuring Stewart Wittenstein and Rod Brawley would be so effective in recruiting new people to our field? Both got bit parts in movies after the PSA campaign concluded. But, let’s face it, their days as sex symbols are drawing to a close and, fortunately for us and even more so for them, they held on to their day jobs.

In 2011, you influenced the allocation of state dollars for summer programs for visually impaired children of all ages. The summer programs were called “Summer Incentives.” They have been held every year for as many visually impaired children as requested in coordination with local education agencies, the California School for the Blind, and private agencies for the blind. The expanded core curriculum has been featured and, although nine areas are included, the one that seems to be making the biggest difference is the area relating to self-determination. Students are realizing they have potential, they have choices, and the sky is the limit. Right around the turn of the century, AFB began training for braille textbook transcribers in conjunction with Northwest Vista College. I’ve always believed that transcribers are an integral part of the glue that binds the educational system together for visually impaired children and I’ve always said that in no other state have transcribers been as actively involved in the education program as in California, because of CTEVH. When we established the Braille Textbook Transcriber Program we had no idea what an impact it would make. In the last five years, 783 have graduated and become certified; 235 of whom are in California. Every California educational district now has a certified transcriber who ensures that students get their books in the appropriate accessible format on a timely basis. California has taken the lead in tactile graphics. Tactile graphics has gotten so little attention throughout the country. Too many visually impaired students were not familiar with charts, maps, and graphs because they couldn’t get access to them. Several braille production centers in California have
developed expertise in tactile graphics and are providing resources to others throughout the country.

The Alternate Text Production Center in Ventura was established in 2002 and has become a model in providing accessible materials in higher education. As a result of its leadership and success, other states have passed laws requiring such centers for their community and four-year colleges.

In 2004, the Individuals with Disabilities Education Improvement Act required publishers to produce their text in standard electronic file formats so that they can be made accessible to blind and visually impaired people. We thought that the days when visually impaired students got their books late were over; however, there were complications including the coordination and bidding procedures for large print and braille. CTEVH alleviated the problem of coordination by establishing a web-based directory for transcribing groups here in California and throughout the country. These groups have continued to communicate with each other to identify which ones have certain types of expertise and capacity. But, that wasn’t enough. You were instrumental in passing a bold new law called the “Equal Access to Texts Act” in 2013. The most significant part of that legislation is the requirement that no print books could be distributed to sighted children unless books in alternate media were made available to visually impaired students at the same time. A funny thing happened. When this law was passed, the state made sure that the problems with bidding procedures would be eliminated.

California had to fight for a separate division for the blind. Before it was established at the turn of the century, California was one of twenty-five or so states that did not have a separate division for the blind. AFB’s own Gil Johnson played such an important role in bringing organizations and consumers together to fight for this law. Before then, California had the lowest success rate for visually impaired people among any vocational rehabilitation agency in this country. Things have dramatically turned around. For the last three years, California has had the highest success rate of any agency for the blind in the country. The credit could be shared, but all agree that Tony Candela has done an outstanding job in leading the division. Incidentally, Gil Johnson is in the audience today and I want to thank him for the beautiful desk he made for my home office when I retired last year.

After 508 of the Rehab Act and 255 of the Telecom Act came into effect, we have wanted a comprehensive mandate to require that any new appliance or device involving sophisticated technology be accessible to blind and visually impaired people. Again, working with JAC and both consumer organizations, you influenced legislation which was called “The Accessibility for All Act of 2014.” Home appliance and other technology manufacturers balked with no success when this legislation was proposed. Now they are scrambling to achieve the effective date for this legislation, January 2020. What an appropriate date, huh? Maybe this California law will serve as a model for federal legislation, too. Do you remember how upset we were when iPod and the iPhone were introduced and they were not accessible? Today, one of the biggest advocates for the federal law is Steve Jobs. You decided that you would approach him and you did. You educated him and you converted him. That’s another hallmark of CTEVH; contacting and influencing movers and shakers.

Perhaps the most shining symbol of your accomplishments has been receiving the Baldridge Award for Nonprofit Organizations last year. There are so few paid staff members at CTEVH it was amazing that you received that award. A year before, you had developed an advocacy guide on how to “Effect Change and Make a Difference” for blind and visually impaired people. That guide was published by AFB Press. But the rights were purchased by Simon and Schuster who re-published it as a general advocacy guide for any group wanting to advocate for any population. Some people
feel that it might make The New York Times Bestseller List soon.

This conference has grown exponentially over the years. At the turn of the century, CTEVH seemed to be the best kept secret in this country. As the years passed, more and more out-of-staters and more and more out-of-country attendees have participated. This year you have a record number of 1,900 registrants, the largest conference of workers of the blind on this continent ever. Congratulations! You are bringing them here and you are transforming them into activists. It is interesting that the biggest internal conflict within CTEVH is a possible name change. Several years ago, you changed the name of the organization to the California Transcribers and Educators of the Visually Impaired. Now you are considering whether it should be National Transcribers… or International Transcribers…

Some of your leaders have gone on to new heights of personal accomplishment. Pat Leader has been a lifelong teacher who wanted to remain in her classroom until she retires. However, after receiving accolades as president of AER, she got into administration and there years ago became the head of the biggest disability organization in the federal government, the Office of Special Education and Rehabilitation Services. Rumors abound that she is a candidate for higher positions within the Department of Education; maybe even the Secretary. What a coup for us and for her. And we also have here today our new Lt. Governor. After an illustrious career in the blind biz, he was persuaded to run for Lt. Governor on a dare and he won. It is great to see you Lt. Governor Steve Goodman.

So, CTEVH has become the most influential organization in the country and has transformed California as the most influential state. How did this happen? First of all, you had a rallying cry. It was a Helen Keller quote, “While they were saying among themselves it couldn't be done, it was done.” You stopped bitching and moaning, you decided to form task forces on the most critical issues, you communicated with each other better than ever before, you prioritized better together, you strategized better together, and you mobilized sufficient resources to get the job done. You made a pledge to work on these issues in your spare time. Serving visually impaired people would no longer be a 9 to 5 weekday activity. You coalesced with organizations within the state and you connected with national organizations like AFB, APH, and others. You refused to take no for an answer, you refused to quit. You lost battles along the way but you never conceded defeat. And look at what you have accomplished. Could anyone predict what your accomplishments will be in the next ten years? With your drive and your track record, the possibilities are endless.

This is probably the last time I will be here with you at CTEVH. I finally retired last year after 24 years in my dream job as President of the American Foundation for the Blind. When I return home to my retirement community in Arizona in several days, I’m going to be test driving a new car specifically designed for blind and visually impaired people. I always wanted to be a “first.” Maybe I will be the first blind person to get an Arizona license plate. Do any one of you want to be my first passenger? I had been wondering what to do with my spare time; there is a shortage of taxi drivers in my community. Maybe I could be the first blind taxi driver, ever.

In closing, thank you for listening to me. Thanks for listening to an old man who is telling you what you already knew. CTEVI is a great organization, with a great history, and a great future. Congratulations!
A Rose is a Rose: Terms in Braille Formats

Have you ever gone to look something up in Formats and couldn’t find it because what you are calling it and what Formats calls it are not the same? It happens to me more than I care to admit, mostly because I call things what I think is logical—to my brain, at least. Here are a few of my favorites.

Acknowledgments – What I call an acknowledgment is not necessarily treated as an acknowledgment, even if the print calls it such. Acknowledgments for textbooks really means a list of permissions received to use materials from other sources. Rule 1, 18a tells how to do this.

The following are NOT Acknowledgments in textbook format terminology:

- Permission given on a text page for use of material on that page – see Rule 12, sections 1-3
- An author’s words of gratitude or appreciation - Formats (Rule 1, 18a.) says to treat it in the same manner as a preface or forward – i.e. as the first pages of text, with print page numbers if any (Rule 1, 14b.).
- Items such as attributions, credit lines and source citations are covered in Rule 1, 18b.

An excellent summary of these differences is shown in the Quick Reference Manual, page 47. This is a publication by, and available for purchase from, the National Braille Association (NBA). 585-427-8260  www.nationalbraille.org

Diacritics – Diacritics are those funny looking things that explain how to pronounce words. Rule 18 is all about diacritics. What I want to talk about is stressed and unstressed diacritics. It’s really pretty simple: if syllable stress is shown only by a special typeface—double caps, italics etc.—then the diacritics are UNSTRESSED; i.e. even though there is stress noted, there are no special stress signs. Rule 18, 2 tells all about what to do to transcribe these. Rule 18, 3 tells about syllable stress when shown by stress signs; read it and learn. You really do need to look at the whole text to see if stress signs are used anywhere within the text to determine how to transcribe these notations.

NBA’s Quick Reference Manual gives a good explanation and examples of both stressed and unstressed diacritics on page 141.

Directions vs Directives. This is one I always have trouble with, and it generated a lively discussion among your Textbook Format Committee!! Basically, a direction tells the reader there is something that follows for them to do – actual print text they are to do something with – e.g. fill in the blanks, circle words etc. See Rule 13, 3.

Unnumbered or unlettered directions are blocked in cell 5, with the work to be done beneath the direction listed at the margin, with runovers in cell 3 if there are no subentries, or in 5 if there are.
Numbered or lettered directions are covered in Rule 13, 7 – they are brailled in cell 1 with runovers in cell 3 if there are no subentries. If there are subentries, then the direction is in 1-5 and the subentries are in 3-7.

The NOTE after the explanation in Rule 13, 3 explains what a **directive** is. My understanding is when an **unnumbered** direction has nothing to be done under it, it is called a directive and is brailled following the paragraph indentation that is in print. There are examples in *Formats* and in the Quick Reference Manual (see p. 111) of directives.

However, there are gray areas within these directions vs. directives decisions which are sometimes confusing. This occurs when a “direction” is given, followed by numbered items that are not clearly exercise items, such as statements to think about. In these cases, a decision must be made about treating the “direction” as a direction or a directive.

Examine the entire book for similar situations, make a decision, and apply it consistently in each similar instance. Remember it is okay for us transcribers to Ask For Help too!

**Displayed Material** – Material that is set off in print is called “displayed” in Formats. You usually see this where quoted material is inserted within the text—the material is “set-off” by blank lines, changes of margin, changes of print type etc. Another type of displayed material is found in Language Arts books where an example sentence is given to illustrate the point the text is making. *Formats* (Rule 14, 1) has a whole list telling you what to do. If this kind of print format is in Exercise material, go to Rule 13, 2c.(1). Bottom line is that most of this material is transcribed with a blank line before and after; special typeface is ignored; change of margins is ignored; and print paragraph indentation is followed. HOWEVER, there are specific times when you will retain special typeface for quoted matter set off from the body of text by blank lines or by change of margins that is NOT enclosed in quotation marks (Rule 3 1b). Good rule of thumb—quotation marks and italics, retain quotes; no quotation marks and italics, retain italics.

A summary about Displayed Material can be found in the Quick Reference Manual from NBA on page 135.

**Epigraphs** – these are those quotes, explanatory material and such that usually precede a story and are set off by blank line, change of print or the like. Rule 1, 17b. tells us how to do these—leave a blank line above and below, ignore special typeface, ignore change of margins and follow print for paragraph indentation. However, same rule, 17b(1) tells us that if the quote is at the beginning of the book, we treat it as a dedication—see Rule 2, Section 4

There you have it – bits and pieces from A-Z (actually from A-E). Let me know if you have any more of these types of bothersome questions and I will try and address them in future articles. Write me at lmcgbrl@earthlink.net.
As I am writing this article, I am amazed at how technology has become such an integral part of our lives, but how it has also given us ample 'opportunities to learn' as my father often says! I am typing this on a PC with Windows 98, on Word 97. I will send it to my laptop via Internet as an e-mail attachment as this computer is too "old" to accept the newer USB thumb drive that is needed for the laptop which uses XP. I will open the document in Windows 2000 (which will soon be upgraded to Windows 2007) and will save it to my USB thumb drive so that I can download it on the computer at the junior high we can use to produce hard copy Braille through the magic of Duxbury and a Romeo embosser. That will also allow me to save a copy in a format which can be used in my student's BrailleNote (now called the Classic because the mPower is available). This laptop needs to have materials available on a compact flash disk. If his school had Internet access in the classrooms, and he had it at home, we would already have set up an e-mail account for him and I could have sent the article to him directly from this computer.

No wonder we as teachers of visually impaired are feeling overwhelmed by technology and the many things teachers need to be able to do to keep up with the myriad of new and wonderful ways to help our students stay abreast of current ways to access their world!

And I sit here listening to my handy CD portable player because my own new MP3 player is still not something I have spent enough time on to easily save the music I need to learn for a concert next weekend (!) into that format. I know that I can ask one of the teenagers to teach me quickly, but my pride gets in the way - silly, huh?

And how many generations and types of computers are we responsible for using with our students? iMacs, Apple IIe, Apple IIgs, and other systems like AlphaSmarts are what our students may be using with their peers in their classrooms. Making these formats available with the existing software is a definite challenge.

The assistive technology (low and high technology resources) necessary for our students to be full participants in their regular or special day class environments is staggering when we write it on the Special Factors section of the IEP - and makes for fascinating collaboration opportunities with parents and teachers! Locating the equipment can be an added job - thank heavens for the wealth of advice, large print and braille materials, and hardware we can share with each other through Braille N Teach. (Contact Rod Brawley at IMODS if you are not yet taking advantage of this unique service provided through the California Department of Education.)

Having just written my first 5 IEPS using www.SEIS.org - a system which may actually make our lives easier as more of us across the state use it for each of our students - I hereby propose a challenge to you, my colleagues. We currently have no goals in the goal library for visually impaired under the teacher generated goals section. IF you can take a few minutes after each goal writing session to add those goals from your goal library into this statewide bank, all of our lives will be easier! If you are not yet aware of this system, or your district has chosen to use an entirely different way of keeping all of its MIS materials, please feel free to send me your best goals and I will input them for you - what a deal!
Do you have Braille Clubs in your district? How did you start them? How often do they meet? Are you promoting the career aspects of learning the skills as stepping stones to be teachers of visually impaired or Braille transcribers? What is the benefit for the students who use Braille at that site?

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The Braille and Large Print Reimbursement Programs are both available to us to procure appropriate and accessible reading materials for our students. How is your district taking advantage of these resources?

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The CTEVH Conference in Los Angeles is coming! For more information, check out www.ctevh.org - and send in your proposal for a presentation - we all need to learn from YOU!

Sheila Bonito
Teacher of Visually Impaired
sbonito@amadorcoe.k12.ca.us
Plus and Minus Combined Vertically or Horizontally

Shown Vertically

Plus or minus ±

Minus or plus ±

The rules:
- Information on this rule can be found in Rule XIX Section 134.
- The combination must be regarded as a single sign of operation.
- The components must not be divided between braille lines.

5.7 ± 0.2

y ± x
Shown Horizontally
Minus followed by plus: - +
Plus followed by minus: + -
Minus followed by minus: - -
Plus followed by plus: + +

The rules:
- The combination must be regarded as a single sign of operation.
- The components must not be divided between braille lines.
- The multipurpose indicator (dot 5) is used between the plus and minus to indicate that they are shown horizontally.

4+(-3) = ?

-9 - (-4) = ?

This also applies if the problem is spatial:
\[
\begin{align*}
8x^2 + 9x + 6 \\
+ -2x^2 - 5x - 4 \\
\hline
6x^2 + 4x + 2
\end{align*}
\]
MUSIC IN EDUCATION
CTEVH Journal, Winter 2007

Richard Taesch

Following is the second of a three-part series on the historical first workshop presentation as a collaboration between California State University, Northridge - Center on Disabilities and Southern California of Music - Braille Music Division.

MUSIC LITERACY AND TECHNOLOGY
LEADING TO VARIED CAREER OPTIONS
FOR INDIVIDUALS WITH VISUAL IMPAIRMENT

- PART 2 -

Presented on behalf of:
California State University, Northridge -
Conference on Disabilities
March 22, 2006

Are you career-bound, or merely planning music in your college portfolio? Blind students are at serious academic risk without preparation and support. Braille music, technology, and disabled student services hold the key to success.

Presenters:
Richard Taesch - Southern California Conservatory of Music, Braille Music Division;
Music Specialist California Transcribers and Educators of the Visually Handicapped (CTEVH)
Susan Cullen - Adaptive Technology Specialist,
Center on Disabilities - California State University, Northridge
Grant Horrocks - Co-chair, SCCM Braille Music Division;
Chair - SCCM Piano Department;
Los Angeles Representative - Examination Center,
Royal American Conservatory of Music (Toronto)
III. CHOOSING THE RIGHT COLLEGE**

1. Even the finest music school in the world will be useless to you if the special support you need as a blind student cannot be met. For example, ask if they have an embosser on campus. If they say no, then seriously consider not attending that school. Don’t wait until you have paid your tuition to find out. It would be just as bad on their part if the school had no pencils, paper, or a copier available for print readers.

2. Does the school support adaptive technology? If email braille files cannot be send electronically to the school for last minute embossing, think twice about the lack of other technology you may encounter there. There are schools that can do all of the above, and you need not settle for less!

- Is the school willing to purchase software to help with print to braille music transcription, thus supplementing the services of a transcriber? Are they willing to train someone in its use?

- Is the school aware that there is existing technology that can enable a blind student to prepare music scores and assignments in a print music form that a sighted professor can read?

3. If you are determined to attend this school even though none of the above needs can be met, are you willing to be a pioneer? If so, then you must accept the mission that you will be passing along your experiences to the next blind student. Your presence there must then become a benefit to the school and to the next blind student to attend the music program. But you must be willing to accept an inevitable struggle - that’s the price! The world clearly needs more crusaders in this area, and perhaps that alone will become your contribution.

4. Most importantly, is the music department and DSS Office willing to seek the expertise of a music specialist on the outside? Are they willing to maintain open communication with a music braille specialist, and would they work with a braille educator who may tutor you outside of the school? If the answer is “no” to those questions, you have no choice but to simply give up pursuing this school and move on to another. Be very certain that you are able to obtain tuition refunds, however.
5. If you find the school seems willing to “waive” reading requirements for a blind student, think twice about the value of your diploma from an institution who would allow you to graduate musically “illiterate.”

**Reprinted with permission from: “A Blind Music Student’s College Survival Guide” - Richard Taesch**

**IV. PRESENTATIONS:**

1. Keyboard Skills:
   a. [Grant Horrocks] - pre-college; during college; after college
   b. What you need before applying to college
   c. Preparing to test-out

2. A short music reading lesson for the layperson - what is needed for the student - what is NOT needed for the college professor

**FACTS:**

a. Teachers need NOT know anything about the braille music code! If preparation has been done correctly, a bona-fide blind college music department candidate will be able to function along with sighted peers in all live classroom situations.

    If adequate preparation is not in order, there are courses to suggest, and if the college is willing to participate in the process, tutoring can be carried out with specialists using courses that prepare the reading process.**

b. History: Louis Braille himself invented the “Music Code,” and there is research under way which may prove that he may actually have produced the music code PRIOR to the world-renowned literary code.

Mr. Braille himself was a blind organist and a piano teacher!

c. Simple Basics (expanded in this workshop):
   1. The literary letter “D” in the braille code is used for the music note, “Do.” In traditional music pedagogy, letters such as A, B, C, are not used. Solfege is the proper terminology for music notation, and stated in syllables such as Do, Re, Mi, etc., or in scale step numbers such as 1, 2, 3, etc.

   2. The braille cell is a six-dot arrangement, numbered in two columns from left to right as: dots 1-2-3 4-5-6.

   3. The eighth note is the basic note representation, and occupies only the upper two-thirds of the cell, dots 12, and 45. Dots 5 and 6 are reserved for the note values.

Placement on the print music staff is accomplished by simple Octave Marks denoting which “octave” above the first C on the piano keyboard the note is to be played.

Here, the dot 5 is placed before the first note to indicate the fourth octave, middle C.

4. The C Scale in eighth notes:

5. The C Scale in quarter notes:

6. The C Scale in half notes:

7. The C Scale in whole notes:
d. How to read music in the braille code.**

CLASS SIGHT SINGING AND PARTICIPATION

- The essential concepts of aural skills and intervals as applied to learning to read and to teaching braille music reading
- Measures; time signatures; simple mixed time values; rests, etc.
- Fun with sight singing in the braille solfege system

**See: www.dancingdots.com "Who’s Afraid of Braille Music?"
(Richard Taesch, William McCann);

e. Question & Answer issues expected from class participants:

- Band / Orchestra formats
- Piano formats; right hand signs; left hand signs
- Jazz and leadsheet examples
- Choral music / orchestra and chamber music scores
- Where do I find braille music?

Websites for music databases:

CNIB (Canada)

<rachel.murray@cnib.ca>

RNIB- United Kingdom (reveal online database)

www.revealweb.org.uk

National Library for the Blind - NLB-online.org

<webcat.nlbuk.org:8000/>

Lighthouse

www.lighthouse.org

National Braille Association, Inc.

www.nationalbraille.org;

Phone: 585-427-8260

NLS (Library of Congress)

E-mail: <nlsm@loc.gov>

www.loc.gov/nls/

Phone: 800-424-8567

American Printing House for the Blind

E-mail: <resource@aph.org>

Phone: 800-223-1839
• Where do I find music transcribers?
• Where do I find sources of technology?
• What kind of technology is there?
• Are there “Distance Learning” programs available?

In our next Journal issue, we will continue with subjects such as:
V. Common Challenges and Solutions
VI. Myths & Facts for Students, Parents, and Professors to Consider

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Two-For-One

Jim Barker

One of the (many) hassles of drawing tactile graphics is dealing with lines that intersect or a line that traverses a filled area—leaving that 1/8-inch “white space.” Well, since my area of so-called expertise is Adobe Illustrator, I’ll tell you a really simple solution. Once you set this up, you’ll not have to worry about it again (don’t quote me).

This involves using the Appearance palette, found under Windows on the Menu Bar.

Let’s create a 2-pt stroked black line anywhere on the canvas—it doesn’t matter how long or straight or curved—but for the sake of this demonstration, make it a straight line at least two inches in length.

Open the Appearance palette if you haven’t already, and (with the line selected) notice that the palette shows two layers just like the layers palette.

However, the first layer is labeled Stroke: 2 pt. The second is labeled Fill: with the red line indicating the absence of anything. This is not earthshaking; you already knew this information. But, if you click on the options button (which is unlabeled) in the upper right-hand corner of the palette, a pull-down menu appears.
Select “Add New Stroke.” Yes! Illustrator allows objects to have multiple strokes and, for that fact, multiple fills. We’re interested in the multiple strokes.

Once you have created a new stroke, you’ll notice there are now two stroke layers, both indicating 2-pt, black strokes. Select the second layer, go to your colors palette and select “white,” then go to your stroke palette. Here’s where we’re going to do some math.

By now, you’ve probably gotten the idea of what’s happening, right? Okay. The math part: If you’re not aware of it, one inch comprises 72 points. In other words, if you made your line with a stroke of 72 points, it would be one inch wide. We want a clearance of 1/8-inch on both sides of our line, right (isn’t that what BANA wants?)? Alright, 72 points = 1 inch; 36 points = 1/2 inch; 18 points = 1/4 inch; so 9 points = 1/8 inch, right? Okay, now think this through. Looking at the line, we want 9 points white, 2 points black, 9 points white. That equals a total of 20 points, right? So our white line stroke should be 20 points with the two black points of the line smack dab in the middle. Make the white line 20 points.

Now, let’s try the pudding to see the proof. Deselect the line and draw a rectangle filled with black or aquamarine or puce or any color you prefer. Deselect the box and select your new line. With your pen or pencil tool, draw your new line right through the box and see what happens. You should have a black line with 1/8-inch clearance all around it.

If this doesn’t work for you, go back to the Appearance palette, pull down the options menu and make certain the selection “New Art Has Basic Appearance” is not checked.
The line is still just one line, even though there are two strokes to it. Which means that you can move the line and that white buffer behind it will follow it wherever it goes.

You can do this, obviously, with different line thicknesses. As an added bonus, to make a dotted line, try this: Keeping the same appearance palette, select the top layer (black line), go to the stroke palette, where those six little buttons are, select “round cap,” change your line thickness to 6 points, check the “dashed line” button, in the first box labeled “dash,” type “0” and in the box labeled “gap,” type “12.” Voilá! A dotted line!

To keep this handy so you don’t have to go through all this each time, create your own Graphic Styles library. If you don’t know how to do that, go to Illustrator’s Help menu, or else stay tuned to this station for our next exciting episode.

Business Column
Written by Bob Walling

To Transcribe or not to Transcribe?

Let’s start with this disclaimer. Often I am inhibited from passing on information. Many people would rather not be associated with anything that might be misconstrued. Since the person is irrelevant but the information is important I have “changed the names to protect the innocent” (remember Dragnet?). So my disclaimer is: none of the names are real.

Again we are asked “Is there a need for more transcribers?” Every time I think we have answered in the affirmative I get a call or e-mail. Ten years ago I talked a woman (we will call Martha) into following the braille trail for a living. Recently Martha called and told me she was hanging it up. Her part time church work paid her more last year than braille did. She did all the right things. She worked with a certified, blind proofreader. She formed a business and even incorporated. She had ten years experience creating quality braille. What is wrong with this picture? I asked her what she thought went wrong. She felt perhaps the new emphasis on “free” work from the prisons might have turned the tide. For the sake of argument, let’s blame Martha for her lack of work, because all the agencies are still screaming, “We need more transcribers”. Is Martha the only transcriber who is not overwhelmed with work?
I received an e-mail on a list serve from a transcriber (we will call Chuck) who can’t find work.

Chuck wrote:
I have not read a lot of the post that have been posted on this particular forum, but have at various times responded to other forums and tried to find work as a Braille transcriber. I continue to see and understand that there is a continual and growing need for Braille transcription, but on my various attempts to find volunteer work and anything that would eventually lead to increasing my skill, abilities and paid work, I always get the cold shoulder and the "we'll contact you someday if we ever need you" type response. I have never even gotten the feeling that I could ever justify the purchase of the software even in terms of using it for volunteer work or paid work. Apparently I am not finding the right places to ask. I feel that as a Library of Congress certified literary Braille transcriber that I at least would rate a direction of which way to go to be further develop and use my skill if there was truly a market for them. It is going on 2 years now since my certification and I have pretty much come to the conclusion that it was a waste of time. I thought that I would be able to provide a much needed service, develop a work at home career and have something of value to offer society. What I have discovered so far is a small click of active transcribers that appear to not want anyone new in the field for fear that they will lose the amount of work that they have to do. I keep thinking that I will stumble upon something that will correct my initial impression. I hear a lot of how new transcribers are needed, but have never found a route to get into this flow. If there is anyone out there who might correct my impressions and give me some directions, I would appreciate it. I realize full well that certification as a literary Braille transcriber is merely a beginning, but somehow there needs to be some kind of motivation to justify spending more time and I am not seeing it. Still hoping though.

For years, this was exactly the desperation I heard from new transcribers. I tried to provide encouragement and work, or at least steer them towards a volunteer group that wanted new members. Is it Chuck’s fault that he can’t get started? At what point do we start to consider that Martha and Chuck aren’t the only struggling transcribers?

A few years before I retired a book depositor from another state came to me with his hands in the air he told me I was right all along. He was not getting the braille he needed. First he said, “We need more transcribers”. Then he asked, “Where can I find more volunteers?” He just didn’t get the point. I was advocating braille as a business. However, Chuck couldn’t even find volunteer work. I was under the impression our volunteer ranks were dwindling.

I do know of some successes. A new transcriber (we will call her Alice), came to me three years ago and made over $30,000 her first year and more each year after that. This shows it can be done. Unfortunately I know of a lot more Chucks and only a few Alices.

Why are the agencies clamoring for more transcribers and then turning a cold shoulder to anyone who enters the braille field? Next time someone tells you “We need more transcribers,” tell them “show me the money”.

How can you help the disenchanted transcribers? Most are not as vocal as Martha or Chuck. The majority of new transcribers just give up when they get the repeated NO from all the agencies. You didn’t make it on your own. You had a teacher or a mentor. You had help and you made it. Now it is pay back time. Find and nurture the new transcribers before we lose them.

P.S. I found a nurturing volunteer group for Chuck.
## CTEVH Life Members

<table>
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The California Transcribers and Educators of the Visually Handicapped (CTEVH) announces the annual CTEVH Katie Sibert Memorial Scholarship. The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities for visually impaired students in California.

In a typical year, the Katie Sibert Scholarship disburses $3000 divided among qualified applicants. These scholarships may be used to attend CTEVH conferences.

**QUALIFICATIONS**

- All applicants must be current members of CTEVH.
- Transcribers must be actively transcribing.
- Educators must have a credential in the education of students with visual impairments or be enrolled in a program to earn such a credential.
- Paraeducators must be actively supporting the educational and literacy needs of children with visual impairments.

Name:_______________________________________________
Address:_____________________________________________
City____________________ State or Province _________ Zip__________
Telephone: Day _________________ Evening ____________________
E-mail address __________________________________

PLEASE RESPOND TO THE FOLLOWING:

1. Total amount of scholarship support requested: $___________ and a breakdown of expenditures: e.g., training registration fee, transportation, lodging, books, materials, equipment

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. The name of transcribing group, agency, or school system with which you are affiliated: _____________________________
A completed application packet includes:

- This typed or printed application
- Cover letter describing the applicant's qualifications and/or experience in transcribing or educating the visually impaired. Also describe how the scholarship will be used.
- Two current (within the past 12 months) letters of recommendation as follows:
  - TRANSCRIBERS must have two letters of recommendation from their group or agency
  - EDUCATORS must have two letters of recommendation (e.g., principal, college professor)
  - PARAEDUCATORS must have two letters of recommendation (e.g., teacher of students with visual impairments, regular ed teacher)

The letters should address the following points, if applicable:
- Professional and/or volunteer experiences of the applicant including those with visually impaired or other disabled persons.
- Community involvement of the applicant.
- Certificates or Credentials held by the applicant.
- Personal interests, talents, or special skills of the applicant.
- Honors or awards received by the applicant.

Applicant is responsible for sending the complete application packet to the chair of the Katie Sibert Memorial Scholarship Committee.

**DEADLINE:** December 15, 2007

Send to: Stuart Wittenstein, Superintendent
California School for the Blind
500 Walnut Avenue
Fremont, CA 94536
fax 510.794.3813

**FOR FURTHER INFORMATION OR QUESTIONS:**
Stuart Wittenstein, Superintendent, 510.794.3800
or swittenstein@csb-cde.ca.gov
CTEVH Sponsors the Donna Coffee Youth Scholarship in honor of Donna’s exceptional service to the organization and to visually impaired individuals in California. The scholarship is for the use of the winner as specified in their application. Generally, it may be used to promote the academic and social development of the student. An award up to $1000 will be given to the successful applicant. The Donna Coffee Youth Scholarship Committee will select the recipient based on the criteria approved by the Board. Applications for the 2006 scholarship must be received by January 15, 2006 and must be sent to:

Stephen A. Goodman, Chair  
CTEVH Coffee Youth Scholarship  
500 Walnut Avenue  
Fremont, CA 94536  
Sgoodman@csb-cde.ca.gov  
(510) 794 3800  
FAX (510) 794 3993

Electronic submission of the application is preferred but is not given any advantage in determination of the winner. Use the following segments to guide you in preparing an application.

DONNA COFFEE SCHOLARSHIP 2006 APPLICATION TEACHER/TRANScriBER/  
ORIENTATION & MOBILITY SPECIALIST

Name of Student: ____________________________________________________________  
Student’s Address: __________________________________________________________  
Student’s Telephone Number: ________________________________________________  
Student’s Date of Birth: ______________________________________________________  
School/District _______________________________________________________________  
Grade Level of Student: ______________________________________________________  
Student is visually impaired or blind. ____________________________________________  
Name of Teacher/Transcriber/O&M Specialist: _________________________________  
Address: __________________________________________________________________  
Phone Number: __________________________________________________________________  
Email: _____________________________________________________________________  
School/District: _______________________________________________________________

The application and use of funds has been approved by the student’s parent/guardian (attach signed statement of approval by parent/guardian): Please let us know why you believe the student will benefit from his/her proposed project/activity Limit your comments to two double-spaced typewritten pages.
DONNA COFFEE YOUTH SCHOLARSHIP
2006 APPLICATION STUDENT FORM

Name: ____________________________________________________________
Address: __________________________________________________________
Phone Number: _____________________________________________________
Email: _____________________________________________________________
School: _____________________________________________________________
School Address: ______________________________________________________
Teacher of the visually impaired: _______________________________________
Transcriber: _________________________________________________________
Parent(s) Name(s): _________________________________________________
Address: _____________________________________________________________
Phone Number: _______________________________________________________ 
Email: ______________________________________________________________
Name of Teacher/Transcriber/Orientation & Mobility Specialist: __________________________

Tell us why you want the Donna Coffee Scholarship in an essay of no more then two double-spaced typewritten pages. The Committee must receive your application no later than January 15, 2006. Applications should be sent to: Stephen A. Goodman, Chair (see facing page for contact information)

Donna Coffee Youth Scholarship Criteria

Award: The Donna Coffee Youth Scholarship will be awarded in the amount of $1000 per year. One or more applicants may participate in the award. Award recipients shall have their names and the year of their award inscribed on the permanent plaque.

Process: Applications materials will be distributed through the JOURNAL and the website, www.ctevh.org. Applications are due to the committee no later than six weeks prior to the Annual Conference. The winner will be selected by consensus of the Committee.

The inscribed plaque and cash award will be presented at the Conference.
- The award recipient and parents shall be invited as guests.
- Those who nominated the winner will take part in the presentation.
- The award will be presented at a general meeting selected by the Conference Chair.

Selection: Criteria for selection will be based solely upon:

- The submitted application of the nominations, letters of support, and the student’s application. (applications may be submitted in the media or medium the student chooses.)
- The consensus of the committee that the student created a plan that is complete and executable and will further her/his individual growth. Duties of The recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.
Executive Board

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e-mail: siloti@sbcglobal.net

Secretary: Stuart Wittenstein 2008(2nd) 500 Walnut Ave.,
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e-mail: swittenstein@csb-cde.ca.gov

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e-mail: sande8181@yahoo.com

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